

Art Gallery Education

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Abstract

In an ongoing distance course at department of Creative Studies, Umeå, in cooperation with Bildmuseet (Art institution) Umeå, the students choose projects for training sharp projects meeting groups in Art Gallery settings. The course runs from september 2017 to mars 2018 and equals 15 ECT.

An evaluation of the project is carried out in a formative way, focusing on the pedagogical strategies used by the students towards their interaction with their participants.

The analysis is referring to orientations towards practices with audiences to either establishing relations, obtaining experiences or producing knowledge of art. A purpose with the study is to deepen the understanding of how gallery guidings can be connected to participatory, reciever-oriented or sender-oriented pedagogy towards the groups that visit museum and galleries.

Focus interviews, student presentations and student text production will be used as empirical data using semiotic art theory.

This study takes into consideration the experiences of the students (some professionals in the area), the time with their groups, the constellation of the group

itself, and the content of the exhibits. The aim is to explore how the participants in the artpedagogical course can explore and stretch their abilities to succeed in meeting audiences in a desired direction. A follow up study is planned for the continuing course with exclusive focus on designing and performing sharp art pedagogy visavi target groups (fall 2018).

Keywords

Art pedagogy, Case study, Evaluation, Semiotics.